DOCUMENT RESUME

ED 235 604 EC 160 439

AUTHOR Ramsey, Roberta S.; Ramsey, Russell W.
TITLE The Learning Disabilities Program in Job Corps.
PUB DATE Jul 83
NOTE 25p.; Paper presented at the Council for Exceptional Children National Conference on the Exceptional Black Child (Atlanta, GA, July 24-27, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Federal Programs; *Handicap Identification; Incidence; Intervention; *Learning Disabilities; *Program Effectiveness; Screening Tests; Young Adults
IDENTIFIERS *Job Corps

ABSTRACT

Because the results of one study concluded that 23% of the male participants and 11.5% of the female participants in the federally funded Job Corps program demonstrated a genuine learning disability (LD), an identification and intervention program was initiated in one Center during 1980. Identification procedures included the Job Corps screening device plus screening tests in reading and math, and a physical examination. Among results of the pilot intervention program were that participants with an LD who received the special instruction remained an average of 31% longer in the Job Corps program than did LD students who received the basic education curriculum. Participants in the special instruction program also made greater gains as shown in reading and math pre- and post-tests. Also noted was a 60% reduction in disciplinary infractions among participants in the special instruction program and a concomitant rise in commitment to career development. The program included emphasis on individualization, precise feedback and sequential learning of skill hierarchies. A description of the legal history of the issues involved with educational programs for LD students, a list of 46 references, and biographical information on the authors are appended. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED235604

COUNCIL FOR EXCEPTIONAL CHILDREN NATIONAL CONFERENCE

AND TRAINING WORKSHOPS ON THE EXCEPTIONAL

BLACK CHILD

"The Learning Disabilities Program in Job Corps"

Roberta S. Ramsey, Ph.D.
Graduate Coordinator of Special Education
Albany State College

and

Russell W. Ramsey, Ph.D.
Center Director, Turner Job Corps Center
Management and Training Corporation
on contract to
Region IV, Job Corps

Atlanta, Georgia

July 26, 1983

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Roberta S Ramsey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 160 439

I. BACKGROUND AND SETTING

A convincing body of evidence indicates that a program of Learning Disabilities instruction, delivered within the framework of the residential Job Corps program, will result in dramatic gains in reading and mathematics skills. To demonstrate that these results are not a statistical accident, we propose to give a sketch of the existing Job Corps program, then show how the Learning Disabilities teaching technology was integrated, and finally to show the results that were measured.

Job Corps dates from 1964, when it was empowered under the now defunct U.S. Office of Economic Opportunity. It tied together a package of perceived national needs by removing unemployed youth from the urban social disorders of that time, by utilizing old buildings and military bases which were being closed, by placing a human component in the national parks and forests, and by offering access to employment among chronically unemployed youth. In the early days, the program was not structured upon a set of minimum foundations, and the quality of instruction and renewal services varied greatly from center to center.

In 1969, the Office of Economic Opportunity was abolished, along with many of its programs. Job Corps had acquired a body of supporters among both the public and the private sectors, and so legislation was passed which transferred it to the stewardship of the U.S. Department of Labor. Two kinds of centers emerged: those operated for the Labor Department by the U.S. Departments of Interior and Agriculture, and those operated by private contractors. Intense efforts were made to identify and strengthen those aspects of the Job Corps program which produced successful employability for its enrollees. The program was codified under Public Law 93-203 in 1973, even though its total size was drastically reduced.

In 1977, Job Corps picked up important new political allies, and a large expansion was initiated. Concurrently, a series of research experiments and program improvements was begun, using a mixture of older centers and some of the new ones. The improved program was codified again the following year into Public Law 95-524, commonly called Comprehensive Employment Training Act (CETA). Title IVB of this law was recently passed into the 1983 Jobs Training Partnership Act (JTPA) with very few changes. Since Learning Disabilities instructional methods were just one of several new developments within the total Job Corps program in the late 1970's, it is important to summarize the strengths and weaknesses observed up to that point.

In 1978, as Job Corps began doubling its size from 22,000 training slots to 44,000 slots, there were already about one half million economically disadvantaged young Americans who had attended the program, and whose post-Job Corps progress could be monitored. About forty percent of all Job Corps participants were Black; in Region IV, embracing the eight southeastern states, nearly ninety percent of all Job Corps enrollees were Black.

A study by the armed forces suggested that Job Corps graduates in uniform did better in total performance than the average enlistee from all other sources. A highly individualized, open entry-open exit program of academic and vocational instruction was producing exciting skill gains for educationally disadvantaged clients, but only limited skill gains for students with genuine Learning Disabilities. The training and financial benefits were providing the necessary margin of advantage for Job Corps graduates to enter the labor market competitively and hold their jobs. The medical and other renewal services were making a bold impact on the health problems so often faced later in life by persons from economically disadvantaged backgrounds. There was no organized way, however, to coordinate medical identification of sensory problems with apparent learning deficiencies. Finally, while employability results attained by the total Job

Corps population were impressive, there was a perception among staff professionals that students with real learning handicaps were not progressing as much as they could, and there was no scientific way to measure the prevalencies of learning handicaps, nor the post-Job Corps success of handicapped students.

II. SUPPORT FROM HIGHER EDUCATION

While there is nothing new about colleges and universities providing assistance to Job Corps centers in their communities, there was, in 1979, no formal way for researchers and college professionals to render direct assistance in special education. In 1973, when Public Law 94-142 mandated a free, appropriate education for all handicapped pupils in the least restrictive environment, Job Corps was not included in this new national umbrella.

First, Job Corps had its own funding source and its own federal management agency with strong compliance enforcement power. Second, all Job Corps students are taught in a mainstreamed environment. Third, many educators had reservations about the scientific accuracy of diagnostic tests, especially when the federal courts were actively overturning the outcome of such tests on the grounds that they were prejudicial to the best educational interests of Black and other minority children. Fourth, Job Corps was already using an individualized teaching system, a component which is also a foundation of good special education programs. Fifth, participation in Job Corps is totally voluntary, and there was no issue of unfair compulsion to receive Job Corps instruction. Sixth, Job Corps students are protected in all areas by an elaborate due process system.

So the question might fairly be asked, if Job Corps is not covered by PL 94-142, and Job Corps students seem to gain skills and attain employability anyway, why is there any need for a special education program? In 1979, the National Director of Job Corps ordered a scientific evaluation of handicap prevalencies within the Corpsmember population. Six centers were chosen for this test, a specified measurement of Learning Disabled students, including both the Atlanta and Turner Job Corps Centers in the State of Georgia. Dr. Robert B. Kleemeir, a clinical psychologist here in Atlanta, performed the

Learning Disabilities survey under direction of the Job Corps Surgeon in the Job Corps National Office. The Kleemeir Report concluded that twenty-three percent (23%) of the males and eleven and one-half percent (11.5%) of the females demonstrated a genuine Learning Disability. Racial composition of these groups paralleled the overall racial composition within the centers where the testing was conducted.

Learning Disabilities as a treatable handicap was then selected for further prevalency identification, and creation of a service delivery system which would offset the handicap within the existing framework of the Job Corps program. There is a body of professional literature that supports the concept of a youth population who have unique learning problems. One study in the mid 1970's traced the problem back to the seventeenth century. There is multi-disciplinary interest in Learning Disabilities. Major studies and treatment plans in the field have been done under the auspices of medicine, psychology, language instruction, general education, and social services.

Students with Learning Disabilities are not characterized primarily by motivational or behavior disorders. They appear to be individuals with adequate potential for learning, but they do not acquire academic knowledge and skills in the same manner as most students.

The Learning Disabilities population, when compared with students demonstrating orthopedic problems and sensory deficits, are sometimes called the 'Invisibly Handicapped' students. Mild Learning Disabilities are often subtle, resistant to identification, and easily mistaken for another type of handicap. Students with Learning Disabilities appear normal in every respect except for the fact that the learning difficulty, which is really a processing deficit, limits progress in academic subjects. Teaching methods and materials which

enable most pupils to succeed do not seem to reach students with Learning Disabilities. Most of the disorders manifest themselves through problems in listening, speaking, thinking, writing, reading, spelling, and arithmetic. Poor study habits are usually visible, and a family of learning behavior deficits can often be identified, such as inattention, lack of adequate concentration, restlessness, social imperceptions, and others.

Some studies have attempted to link Learning Disabilities with juvenile delinquency and other broad spectrum phenomena. The evidence is not specific enough in these studies for conclusive, cause-and-effect outcomes. But minor behavioral disorders may indeed evolve from the basic condition of Learning Disabilities and the resultant failure in school. Failure and frustration cause stress, academic underachievement, and poor self-concept, which then recycle in a manner which accentuates the impact of the Learning Disability.

During the winter of 1980, the Job Corps National Office placed experimental Learning Disabilities programs in one large Job Corps center, which had been operating for a decade, and in one small center, which had just received its fill of Corpsmembers. The project was later withdrawn from the large center, but the newly opened Gainesville Job Corps Center carried it through to final statistical conclusions and a body of methodology.

During the summer of 1980, a contract was let with the Department of Special Education at the University of Florida. This was a fortuitous choice, because all the medical and supporting human service disciplines are offered on one campus. The missions of the project were three: to develop a relatively inexpensive but accurate means by which to identify Corpsmembers who would normally be declared eligible for Learning Disabilities instruction in most public school systems; to develop teaching strategies, materials, and interventions which could be blended in with the existing Job Corps program; and to create a procedural manual and sample set of materials so that the system could be ex-

ported to other Job Corps centers. As a teaching assistant in the Department of Special Education at that time, with field experience and a doctoral research background in Learning Disabilities and behavior disorders, I was privileged to witness the entire project as it was carried out in the Gainesville Job Corps Center. Two professors, several Ph.D. candidates, and a number of masters' candidates actually delivered the services. The process was closely monitored by the Job Corps National Office in Washington, D. C.

Shortly after the Learning Disabilities project was completed at the Gainesville Job Corps Center, we moved to Albany, Georgia as my husband became Center Director of the Turner Job Corps Center. This move coincided with the second round of the Learning Disabilities project within Job Corps, as Turner became one of six test centers and the only one of the "Big Four" centers in the national system of one hundred and five to implement the Learning Disabilities program successfully.

III. THE CENTER MANAGEMENT PERSPECTIVE

Prior to opening the Gainesville Job Corps Center in October, 1979, I had worked closely with the Special Education Department at the University of Florida for several years in my capacity as principal of a special education center in the local school district. The key was to define the services and expectations of all parties in the project. Planning took place during the spring of 1980, and the Basic Education Department staff were trained in identification and teaching methods for Learning Disabled students during the summer.

In September, a team consisting of one doctoral candidate and two to four masters' candidates in special education began coming to the Center each day. Subjects were identified by administering the Job Corps standard reading and mathematics screening devices, the Wechsler Adult Intelligence test (to eliminate retardation as a factor), and health screening to check for sensory deficits. An observed behavior check list was created by drawing together appropriate items from several such instruments which have a sound, supporting data base. This hybrid instrument was called the Job Corps Screening Device.

The Corpsmembers were organized into four cells for control purposes, and none of them ever knew that he or she was anything other than a student in reading or math, with an extra teacher in the room to help the students learn. The subjects who were classified as Learning Disabled were divided into two groups, with one group receiving a special package of learning interventions, and the other group receiving the standard Job Corps Basic Education program.

Some of the teaching staff had difficulty accepting this decision, feeling that the Learning Disabilities control group was being denied a needed service. It was justified on the grounds that there had to be a control group for there to be a valid experiment, and also it must be recalled that there was no certainty in the beginning that the Learning Disabilities teaching system would make any difference for the better.

The Learning Disabled Corpsmembers were placed in matched pairs with an equal sized number of Corpsmembers who tested out low in the screening procedures, but who were adjudged by the directing professor not to be genuinely Learning Disabled. These underachieving students were also divided into an experimental group, who received the special Learning Disabilities teaching program, and a control group, who received the standard Job Corps Basic Education program. In January, 1981, Phase I of the experiment was completed, and one month was spent refining the original Job Corps Screening Device to improve its accuracy, in collating the data, and in ironing out research problems such as turnover in Corpsmember population.

From late January until early May, Phase II was conducted with the same four cells, in approximately the same numbers. Some of the University of Florida teaching staff rotated in order to prevent personality factors from entering into the experiment. In June, 1981, the Phase II data were drawn together, and a final report was issued in time to be presented at the National Job Corps Exposition in Washington, D.C., conducted in September, 1981.

Two weeks later, I assumed duties as the Center Director of the Turner Job Corps Center in Albany, Georgia. Its population was sociologically similar to the Gainesville Corpsmembers, but four times as large. The Job Corps National Office selected six centers for the second round expansion of the Learning Disabilities project, with the express mission of seeing if the identification methods, the teaching materials, and the strategies would validate in a much larger statistical sample. Pilot staff from the Round II centers were sent to the Gainesville Center for a week of special training. Round II of the Job Corps Learning Disabilities project was conducted from February into May, 1982, at which time the overall Education Improvement Effort in Job Corps ended, and the data from all experiments were called in for a final report.

The Atlanta and Turner Job Corps Centers reported their data fully for Round II, with a very high correlation in all variables. Again, four cells were identified. Half of the genuinely Learning Disabled Corpsmembers received the special materials and services, and half received the regular Job Corps Basic Education program. The underachieving students were also divided into two groups, one receiving the experimental curriculum, and one receiving the standard Job Corps Basic Education program.

IV. RESULTS AND IMPLICATIONS

The first conclusion we can draw statistically is that a population of genuinely Learning Disabled students exists within Job Corps, probably about fifteen percent (15%) overall, and two-thirds of these are males. Racially, these students follow the same prevalencies as the overall Job Corps population. They are spread out proportionately among the occupational training clusters offered within Job Corps Centers. The Job Corps Screening Device, coupled with the Job Corps standard screening tests in reading and math, plus a physical examination to eliminate sensory disorders, provides an inexpensive way to identify Learning Disabilities without the use of special university or clinical staff. Intelligence testing, if done to eliminate retardation as a contributing factor, can add a little statistical precision, but is not absolutely needed.

Before stating the numerical gains resulting from the two rounds of the Learning Disabilities experiment, I want to acquaint you with the college which provided the supporting technical services in Learning Disabilities for the Turner Job Corps Center. When my husband took over the Turner Center, I was fortunate to arrive in Albany just when the Albany State College, a part of the Georgia public university system, received authorization to offer a graduate program in special education. I became the Graduate Coordinator of Special Education within the Department of Psychology and Special Education, and the college officials immediately threw in their support to extend our services to Turner Job Corps Center, as they already were doing in several other fields.

It is worthy to note that Albany State College was founded in 1903 by the late Dr. Joseph W. Holley, who read about the educational deprivation inflicted upon Black citizens in Dougherty County in the W.E.B. DuBois classic, The Souls of Black Folk. Dr. Holley was not opposed to vocational training for

Black citizens, but he wanted them to have both occupational training plus an available system of higher education which could produce professionals, and capacitate Black citizens to reach their full potential.

The graduate program in Special Education at Albany State is built upon the premise that there is a common, inter-related body of teaching materials and systems which can serve the mildly handicapped learner in all three major categorical areas: behavior disorders, Learning Disabilities, and retardation. Thus, development of the student is stressed more strongly than a dogmatic commitment to placing the correct handicap label upon the learner. The Job Corps Learning Disabilities program developed in Round I at the Gainesville Center had shown that it could serve the underachieving Corpsmembers, as well as those with genuine Learning Disabilities. Consequently, the educational philosophy of Albany State College was ideally suited to directing the Learning Disabilities effort within the Turner Job Corps Center.

During Round I of the Learning Disabilities experiment, Corpsmembers with Learning Disabilities who received the special instruction program stayed an average of thirty-one percent (31%) longer in the Job Corps program than the Learning Disabled students who received the Job Corps Basic Education curriculum. Among the underachieving Corpsmembers in Round I, those receiving the special curriculum stayed a full fifty percent (50%) longer in the Gainesville Center than those who received the standard Job Corps curriculum. In Round II, those who were in the two treatment groups stayed about twenty-eight percent (28%) longer in the Job Corps program than those on the standard Job Corps curriculum.

Academic pre-testing and post-testing for both rounds of the Learning Disabilities experiment were performed, using the Key Math Test for the quantitative realm, and the Stanford Achievement Test (SAT) and the Woodcock for the verbal and linguistic realm. The students classified as Learning Disabled who

received the special curriculum gained about one-half an academic year during the span of the treatment plan, which was two months of enriched classroom work, one hour per day. The Learning Disabled Corpsmembers who took the standard Job Corps reading and math programs made zero skill gains in reading and math during the same treatment period. The non-Learning Disabled Corpsmembers in Round I gained two-thirds of a school year in reading and math skill, using the special treatment. The non-Learning Disabled Corpsmembers who took the standard Job Corps curriculum gained one-half a school year in skills, on the average, during the period of the experiment.

During Round II, the same four cell experimental design was used. Again, the Learning Disabled Corpsmembers who received the enriched instruction gained one-half an academic year during the treatment period, while those on the regular curriculum made little or no gain. The underachiever group gained about seven-tenths (0.7) of a school year on the special curriculum, and about one-half a school year on the standard Job Corps curriculum.

Both Round I and Round II of the Learning Disabilities project resulted in a sixty percent (60%) reduction in disciplinary infractions among both the Learning Disabled and the non-Learning Disabled who received the special instruction. This may be a major reason to explain why teaching staff and administrators involved in both rounds of the experiment reported a strong, positive growth in staff attitude toward the handicapped learner. The increased length of stay in the program correlates with an economic study on Job Corps graduates, which translates longer stay in the program into higher starting salaries in the job market and longer job retention after graduation. Still another by-product of the Learning Disabilities instruction was emphasis on sensory testing and screening during the diagnostic health inventory done on each Corpsmember, resulting in prescriptive solutions such as reading glasses, hearing aids, and

speech therapy for students who might otherwise have been classified retarded or Learning Disabled in a public school system. Also, the stabilization of eating and sleeping habits, a direct result of the Job Corps environment, contributes to effective learning behaviors, an important aspect of the Job Corps program which was highlighted by the Learning Disabilities experiment.

The materials and teaching strategies used in the Job Corps Learning Disabilities experiment can be acquired and reproduced for just a few dollars per student. The special learning is based upon maximum individualization, development of a precise feedback system, and organizing skill hierarchies into precision mini-units. The teaching techniques can be imparted to general education staff members through two weeks of in-service training. The dramatic results in skill gains demonstrated by this experiment stem, in part, from the total nature of the Job Corps environment. Consequently, the materials and methods could be utilized in non-residential schools, but the overall results probably would not be statistically as good.

To sum up, the Job Corps Learning Disabilities experiment has demonstrated that the genuinely Learning Disabled Corpsmember can achieve two academic years of skill gains in one year of Job Corps instruction, which is the national average for all Job Corps students. As these skill gains occur, disciplinary problems reduce dramatically, and commitment to career development increases. Underachievers who may or may not have been in special education programs in the public schools will gain about two and one-half (2.5) school years with the Learning Disabilities instruction, which is higher than the Job Corps national average. Again, there will be positive by-products in the form of better behavior and increased length-of-stay in the program. And all of this can be started in a new school or residential center with a single box of materials, plus a small commitment to some special staff training that is easily within the budgetary reach of most schools.

The experiment further demonstrates that there is a genuine, statistically significant population of Learning Disabled students within Job Corps, that their prevalency is double for males but parallels the overall racial composition found in the host center. Dr. Clifton R. Wharton, while President of Michigan State University in 1973, stated that the old dispute over placing Black students in vocational programs or academic programs was not valid, because students require both to succeed. We can now add that one major category of handicapped students, the genuinely identified Learning Disabled student, can benefit tremendously from special education which is offered right in the mainstream, and in a form which is not even discernable to the student.

The Job Corps National Office is planning renewal and continuation of the Learning Disabilities identification and teaching systems in all Job Corps centers, hopefully in 1984. Meanwhile, the Albany State College has applicated to the U.S. Department of Education, and the U.S. Department of Health and Human Services, for demonstration grant money with which to continue and expand Learning Disabilities instruction at the Turner Job Corps Center. It has been a great privilege to be involved with this project for the past three years, and we would be happy to receive your questions. We also hope you might visit the Albany State and Turner campuses to see the Learning Disabilities program in action.

ANNEX 1: LEGAL HISTORY OF ISSUES

1. 1893 Watson v. City of Cambridge (Massachusetts) - a student may be expelled from public instruction for disorderly conduct or imbecility.

2. 1896 Plessy v. Ferguson (Louisiana) - public facilities may be separate but equal; minority opinion by Justice John M. Harlan said that the 14th Amendment demanded exactly the opposite.

3. 1919 Beattie v. State Board of Education (Wisconsin) - physically handicapped students may be prohibited from public schools due to their adverse social impact.

4. 1921 Schenck v. U.S. - the 14th Amendment is an umbrella over the states, thus making all U.S. Constitutional guarantees enforceable.

5. 1954 Brown v. Topeka Board of Education (Kansas) - racial segregation in public schools is inherently unequal and contrary to the 14th Amendment.

6. 1966 PL 91-230, Title VI to Elementary and Secondary Education Act I - the Bureau of Education for the Handicapped (BEH) is created.

7. 1967 Hobson v. Hansen (Washington, D.C.) - student tracking via tests used in the Washington, D.C. school system is inherently unequal in the case of Black children, and is therefore unconstitutional.

8. 1967 In re Gault - 14th Amendment due process covers children.

9. 1969 Tinker v. Des Moines (Iowa) Independent School District - children have 14th Amendment rights in the public schools, separate from their parents' legal control.

10. 1970 Diana v. California State Board of Education - California Educably Mentally Retarded placement testing is culturally biased; 14th Amendment due process violation; damages for misclassification were awarded the following year in Covarrubias v. San Diego Unified School District, 1971.

11. 1970 PL 91-230 - expanded enforcement powers are created within the Bureau of Education for the Handicapped (BEH).

12. 1971 Leman v. Bossier Parish School (Louisiana) - ability grouping of pupils in the public schools is unconstitutional.

13. 1972 Mills v. Board of Education (Washington, D.C.) - exclusion of categorically handicapped pupils is unconstitutional and is a 14th Amendment due process violation; appropriate instruction must be defined and provided.

14. 1972 Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania - retarded children must be served by the public schools; 14th Amendment due process applies.

15. 1973 PL 93-112 - all handicapped citizens have a guaranteed right to rehabilitation services, to include physical access and employment access.

16. 1973 PL 93-380 - numerical prevalency assessment on a national scale continues under the auspices of the Bureau of Education for the Handicapped; this is a transitional law into PL 94-142.

17. 1973 PL 93-203, Title IV B, Comprehensive Employment Training Act (CETA) - Job Corps becomes the residential component of the national system for subsidized employability training under the U.S. Department of Labor.

18. 1974 Hairston v. Drosick - exclusion of handicapped children from regular classrooms in the public schools without procedural safeguards violates PL 93-112, enforced under the 14th Amendment.

19. 1975 PL 94-142 - effective and amended in 1977, this is the comprehensive special education law; it requires due process; protected evaluations; the least restrictive environment for instruction; individualized education plans; and funding upon approval of state and district plans.

20. 1977 Frederick L. v. Thomas - the Philadelphia School District is ordered to seek, screen, and serve Learning Disabled pupils, under PL 94-142.

21. 1978 Lora v. New York City Board of Education - placing predominantly minority pupils via testing in special education centers for emotionally disturbed which were already disproportionately loaded with minorities violates Title VI ESA (1966).

22. 1979 Larry P. v. Riles - this is the strongest vindication of PL 94-142; it prohibits excess loading of minority children in California retardation classes, and the use of tests for eligibility determination which are culturally biased.

23. 1979 Larry P. v. Riles - California is enjoined from using IQ tests which are culturally loaded for placing Black children in retardation classes and is ordered to restructure retardation classes disproportionately overloaded with Blacks, and re-test all Blacks.

24. 1980 PASE v. Hannon (Illinois) - IQ testing done with a non-biased test is acceptable for placing Black pupils in retardation classes.

ANNEX 2: REFERENCES

Angrisani, A. Job training partnership act; Preliminary policy guide, (Draft). Assistant Secretary of Labor, Employment and Training Administration, Washington, D. C., 1982.

Bingham, G. Career attitudes among boys with and without specific learning disabilities. Exceptional Children, 1978, 44(5), 341-342.

Bottoms, G. Executive directions: Vocational education looks to the future. VocEd, 1981, 56(1), 10-11.

Brolin, D.E. (Ed.). Life centered career education. Reston, Va.: Council for Exceptional Children, 1978.

Bruck, M., & Hebert, M. Correlates of learning disabled students' peer interaction patterns. Learning Disabilities Quarterly, 1982, 5(4), 353-362.

Bryan, T.H. Social skills of learning disabled children and youth: An overview. Learning Disabilities Quarterly, 1982, 5(4), 332-333.

Cato, C.E. Prime study group. The Rehabilitation of Clients with Specific Learning Disabilities, 1982. (Report from the 9th Institute on Rehabilitation Issues, St. Louis, Missouri, Spring 1982).

Claiborne, R.F. Case summaries: Court decisions on education of handicapped children. Atlanta, Georgia: Learning Resources System, 1982.

Cox, C. Functional assessment: Limitations, capabilities, and related factors. (Manual, Georgia Division of Vocational Rehabilitation, 1980.)

DuBois, W.E.B. The souls of Black folk, Atlanta, Georgia: February 1903.

Dunn, L.M. Special education for the mildly retarded: Is much of it justifiable? Exceptional Children, 1968, 35(1), 5-22.

Evans, R.M. Reauthorization and the redefinition of vocational education. VocEd, 1981, 56(1), 30-34.

Fair, G.W., & Sullivan, A.R. Career opportunities for culturally diverse handicapped youth. Exceptional Children, 1980, 46(8), 626-631.

Gerber, P.J., & Zinkgnaf, S.A. A comparative study of social-perceptual ability in learning disabled and non-handicapped students. Learning Disabilities Quarterly, 1982, 5(4), 374-378.

Gillett, P. Career education for children with learning disabilities. San Rafael, Calif.: Academic Therapy Publications, 1978.

Holley, J.W. You can't build a chimney from the top. New York: The William-Frederick Press, 1948.

Johnson, J.L. Special education and the inner city: A challenge for the future or another means for calling the mark out. Journal of Special Education, 1969, 3(3), 241, 251.

Kleemeir, R.B., Moffat, G., & Burns, J. Identification of learning disabilities among Job Corps students. (Report from Job Corps National Health Office, Employment and Training Administration.) Washington, D.C.: U.S. Department of Labor, 1981.

Maheady, L., & Maitland, G.E. Assessing social perception abilities in learning disabled students. Learning Disabilities Quarterly, 1982, 5(4), 362-370.

Mangum, G., & Walsh, J. Employment and training programs for youth - what works best for whom? Youth Knowledge Report 2.2 Washington, D.C.: U.S. Government Printing Office, May 1980.

Martin, R. Educating handicapped children: The legal mandate. Champaign, Illinois: Research Press Company, 1979.

Mathews, R.M., Whang, P.L., & Fawcett, S.B. Behavioral assessment of occupational skills of learning disabled adolescents. Journal of Learning Disabilities, 1982, 15(1), 38-41.

Mikulecky, L. School training and job literacy demands. Vocational Guidance Quarterly, 1982, 30(4), 376-381.

Miller, J.V. Lifelong career development for disadvantaged youth and adults. Vocational Guidance Quarterly, 1982, 30(4), 359-366.

Patton, P.L. A model for developing vocational objectives in the IEP. Exceptional Children, 1981, 47(8), 618-622. (a)

Pearl, R. & Cosden, M. Sizing up a situation: Learning disabled children's understanding of social interactions. Learning Disabilities Quarterly, 1982, 5(4), 371-373.

Plotkin, M.D., (Ed.). The social and economic status of the Black population in the United States: An historical view, 1790-1978. U.S. Department of Commerce. Bureau of the Census. Special Studies Series, p-23, No. 80. Washington, D.C.: U.S. Government Printing Office, 1981.

Ramsey, R.S. Ecological Survey of Alachua County Florida. University of Florida, Special Education, 1978.

Ramsey, R.S. Application for a grant: Rehabilitation research and demonstration of identification and interventions in learning disabilities in a large Job Corps Center. Department of Psychology and Special Education. Albany, Ga.: 1982.

Ramsey, R.S., & Ramsey, R.W. Educating the behaviorally disordered adolescent in the public school setting. Adolescence Journal, Winter 1979.

Ramsey, R.S., & Ramsey, R.W. So why does Job Corps work? College Student Journal, Spring, 1983 (a).

Ramsey, R.S., & Ramsey, R.W. Management and measurement for total youth development. Adolescence Journal, Summer, 1983 (b).

Ramsey, R.W. Educating troubled youth amid whirlwind social change, in R.E. Schmid, J. Moneypenny, and R. Johnston, Contemporary Issues in Special Education. New York: McGraw-Hill Book Company, 1977.

Ramsey, R.W. Job Corps in the 1980's. Policy paper for the Management and Training Corporation, Ogden, Utah, September 1981.

Ramsey, R.W. Job Corps: Economic renewal through youth development. Adolescence Journal, 1982, 27(68), 951-954.

Reingold, J.R. (Ed.). Employment and training report of the President. (Report for the U.S. Department of Labor, U.S. Department of Health and Human Services, and U.S. Department of Education.) Washington, D.C.: U.S. Government Printing Office, 1981.

Schirmer, T.A., & George, M.P. Practical help for the long-term learning disabled adolescent. Teaching Exceptional Children, 1983, 15(2), 97-101.

Schmid, R.E. Results and conclusions of the first year Learning Disabilities Grant, Gainesville Job Corps Center. (Joint research publication of the University of Florida, U.S. Department of Labor Employment Training Administration, Job Corps, TEAM Associates, and Teledyne Economic Development Company.) Washington, D. C.: 1981.

Siefferman, L.D. Why teach employability skills? VocEd, 1981, 56(5), 33-34.

Taggart, R. Education and training approaches: Alternative education models - preliminary findings of the Job Corps' educational improvement effort. Youth Knowledge Development Report 5.2. (Employment and Training Administration.) Washington, D.C.: U.S. Department of Labor, April 1981.

Vaillant, G.E., & Vaillant, C.O. Natural history of male psychological health, X: Work as a predictor of positive mental health. American Journal of Psychiatry, 1981, 138(11), 1433-1330.

Washington, B.T. The road to Negro progress. Speech to Cotton States and International Exposition, Atlanta, Ga.: September 18, 1895.

Webb, M.A. Special students can make it. VocEd, 1981, 56(3), 30-32.

Wharton, C. Speaking out toward liberal and career education. Ebony Magazine, September 1973.

Ysseldyke, J.E., & Algozzine, B. Critical Issues in Special Education. Boston: Houghton Mifflin Company, 1981, 211-236.

Zadny, J.J., & James, L.F. Another view of placement: State of the art, 1976. Portland, Oregon: Portland State University School of Social Work, 1976. (Survey)

RESUME - SEPTEMBER, 1983

ROBERTA S. RAMSEY, Ph.D. in General and Special Education Administration/Supervision, elementary and secondary levels, and in Education of the Emotionally Handicapped and Learning Disabled.

RESIDENCE: 1808 Dawson Road, Albany, Georgia 31707, Telephone: (912) 436-7436

MARRIED: Dr. Russell W. Ramsey, Center Director, Turner Job Corps Center Management and Training Corporation

EDUCATION:
Florida State University, Tallahassee, 1958-1960
University of Florida, Gainesville, 1960-1962 (BAE)
Michigan State University, 1972-1973
University of Florida, 1974-1976 (M.Ed.)
University of Florida, 1977-1981 (Ph.D.)

PROFESSIONAL EXPERIENCE:

Alachua County (Florida) Public Schools, Elementary, 1962-1963;
Dade County (Florida) Miami Public Schools, Elementary, 1963;
DeKalb County (Atlanta) Public Schools, Elementary, 1964-1966;
Barbizon Schools (Detroit) Instructor and Director, 1971-1973;
Marion County (Ocala, Florida) Public Schools, Title I Elementary, 1974-1975; Instructor, Adult Education, 1974-1975;
Alachua County (Florida) Public Schools, Department Chairperson, Secondary Emotionally Disturbed, 1975-1977; Elementary Varying Exceptionalities (Emotionally Disturbed, Learning Disabled, and Mentally Retarded), 1977-1978;
Special Education Administration Internship, Columbia County (Florida) Public Schools, County Level, 1979;
Coordinator and Assistant Professor, Childhood Education Program, General Teacher Education Department, College of Education, University of Florida, 1979-1980;
Program and Staffing Specialist, Exceptional Student Education Department, Putnam County (Florida) Public Schools, 1980-1981;
Special Services Administrator, Assistant Principal, Palatka High School, Putnam County (Florida) Public Schools, 1981;
Assistant Professor, Albany State College, Department of Psychology and Special Education, Albany, Georgia, 1982; Graduate Coordinator of Special Education, 1983.

INSERVICE AND CONSULTANT:

Presentation about Alternative School (Secondary Center for Emotionally Handicapped Adolescents) to team of visiting teachers from Georgia State University, Alternative School, Gainesville, Florida, February, 1976;
Presentation on Behavior Modification, Senior class in Criminal Justice, University of Florida, February, 1977;
Professional Consultant, Dixie County Public Schools, Workshop on Student Management, Cross City, Florida, August, 1977;
Program speaker, Florida League of Middle Schools Conference, Education of the Emotionally Handicapped Adolescent, St. Petersburg, Florida, October 5-6, 1978;
FLRS Pines, Area Winner of Teacher-Made Materials, Materials Presentation at CEC Convention, Miami, Florida, November, 1978;
FLRS Pines Workshop, Methods of Systematic Observation and Charting, Ocala, Florida, February, 1979;
Professional teacher-staff inservice consultant on Behavior Management, Florida School for the Deaf, St. Augustine, Florida, March, 1979;

Professional teacher-staff inservice consultant on Behavior Management, Florida School for the Blind, St. Augustine, Florida, April, 1979;
Program speaker, Council for Children with Behavior Disorders, National Convention, Minneapolis, Minnesota, August, 1980; "Legal Conflict in Service Delivery for the Emotionally Disturbed Pupil."
Professional teacher-staff inservice consultant on Counseling and Behavior Management for the Hearing Impaired, Duval County School District, February, 1981;
Presentation on Learning Disabilities Project, Job Corps Center Directors' and Recruiters' Regional Conference, Biloxi, Mississippi, April, 1981; and Atlanta, September, 1983;
Program speaker, Council for Exceptional Children, State Conference, Atlanta, Georgia, April, 1982; "Disturbed v. Disturbing Behavior Characteristics";
Staff Training (Learning Disabilities), Turner Job Corps Center, Albany, Georgia, May, 1982;
Program speaker, Council for Exceptional Children, State Conference, Columbus, Georgia, November, 1982; "Learning Disabilities Programs in Job Corps."
Program speaker, Council for Exceptional Children, National Conference, Atlanta, Georgia, July, 1983; "Learning Disabilities Programs in Job Corps."

PROFESSIONAL PUBLICATIONS:

"Alternative School Bibliography of Behavior Management," (Gainesville: Alachua County Public Schools, 1977);
"Educating the Behaviorally Disordered Adolescent in the Public School Setting," Adolescence, (Winter, 1979), co-authored with Russell W. Ramsey;
"Ecological Study, City of Gainesville," (Gainesville, Florida, 1979), a cross-variable analysis of social, economic, educational, and psychological indicators with prevalency maps;
"Legal Conflict in Service Delivery for the Emotionally Disturbed Pupil," speech to the Council for Children with Behavior Disorders (CEC-Affiliate) Conference, Minneapolis, Minnesota, August, 1980; sponsored by Putnam County, published in ERIC Abstracts and Journal of Exceptional Children;
Doctoral Dissertation, Perceptions of Disturbed and Disturbing Behavioral Characteristics, University of Florida Graduate School and University Microfilms (Ann Arbor, Michigan), July, 1981.
"So Why Does Job Corps Work?" College Student Journal (Spring, 1983), co-authored with Russell W. Ramsey;
"Management and Measurement in a Large Job Corps Center," Adolescence (Summer, 1983), co-authored with Russell W. Ramsey.

PROFESSIONAL SOCIETIES, HONORS:

Phi Kappa Phi National Honorary Society, 1962;
Kappa Delta Pi, Scholastic Honorary Society, 1976;
Pi Lambda Theta, Scholastic Honorary Society, 1979;
Council for Exceptional Children, 1976-Present; Delegate to Florida State Convention in 1978 from Alachua County Chapter; Delegate to Georgia State Convention in 1982 from Dougherty County Chapter.
Florida State Department of Exceptional Education Traineeship in Emotionally Handicapped Education, Summer quarters 1976 and 1978;

University of Florida Traineeship in Emotionally Handicapped Education, 1978-1979.
Georgia State Department of Education Task Force on Behavior Disorders, 1982-Present.
Albany State College Policy Committees on "Tenure," "Inter-Campus Activities," and "Institutional Research;"
Albany State College Graduate Studies Committees on "New Programs," "Recruitment Coordinators," and department representative for "Visiting State Department Team Review;"
Albany State College Implementation Committee on "Minority Advisement;" 1982-Present.